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ABSTRACT

Interactive research in the area of staff development at the building site level has been conducted recently by the Research and Development Center of the University of Texas, Austin. In this research study staff developers, principals, and resource teachers are given training, research information, and implementation strategies to improve instruction and to become more effective staff developers. Following the initial study conducted by the Texas Research and Development Center, San Diego Unified School District (California) adopted the program for all school administrators, grades K-9. This paper describes the adaptations made by the district to ensure site replication. Topics included are: effective teaching behaviors, staff developer behaviors, and change strategies. District adoption also includes time on task activities, cost effectiveness, and district training procedures. Workshop agendas are appended. (Author/JMK)

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FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT: DISTRICT ADOPTION OF THE CHANGING TEACHER PRACTICE STUDY, SAN DIEGO CITY SCHOOLS

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Gary A. Griffin, Program Director
April 1984

Focus on Effective Teaching/Staff Development:
District Adoption of the Changing Teacher Practice Study

Interactive research in the area of staff development at the building site level has been conducted recently by the Research and Development Center of the University of Texas Austin, Gary Griffin, Program Director. In this research study staff developers, principals and resource teachers are given training, research information, and implementation strategies to: improve instruction and to become more effective staff developers.

Following the initial study conducted by the R & D Center, San Diego Unified School District adopted the program for all school administrators, grades K-9. This paper describes the adaptations made by the district to insure site replication. Topics included are: effective teaching behaviors, staff developer behaviors and change strategies. District adoption also includes time on task activities, cost effectiveness, and district training procedures.

FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT:

DISTRICT ADOPTION OF THE CHANGING TEACHER PRACTICE STUDY

SAN DIEGO CITY SCHOOLS

History

The Changing Teacher Practice study (Griffin, et al., 1983) introduced into the San Diego Unified School District ongoing school setting research findings associated with effective teaching and effective efforts at school improvement. This intervention developed by the Research in Teacher Education (RITE) program of the Research and Development Center for Teacher Education at The University of Texas at Austin was designed to teach school leaders, principals, and resource leaders what research has discovered to be effective teaching and effective staff development. During the initial implementation phase which involved five elementary schools, a series of discussions was held concerning the adoption and institutionalization of the study in the district. Linden Courter, district director of Continuing Education, presented the district implementation plan to the deputy superintendent and the director of Planning, Research and Evaluation. Both persons recognized the value of the program to the district and made a strong commitment to its implementation. Courter and the Research and Development Center associates agreed that the intervention strategy model could be duplicated by school personnel to meet the needs and concerns of the district.

In September of 1982, Carol Leighty, a participant in the CTP study, agreed to write a program for the district based on the original 23 hours of training. Courter presented a budget proposal to the district to include a program for the 1983-84 school year. The budget included monies for: 1) a project manager, 2) training stipends, 3) purchase of materials,

4) consultant fees, and 5) mileage and current publication costs. (Additional budget information may be found in the Appendix).

The budget proposal was approved and the initial training of participants began on June 23, 1983. The Changing Teacher Practice team from the Research and Development Center came to San Diego for a training session where two district trainers received additional information and support.

Rationale for the Changing Teacher Practice Study

The adoption of the Changing Teacher Practice strategy was determined to be useful, practical and beneficial to the district for the following reasons.

1. The research presented is strong, practical and directly related to the concerns of educators.

2. Local, state, and national educators, legislators, and the public are demanding more effective teaching and supervision of teachers.

3. The program is cost effective.

4. Site administrators and classroom teachers want to "fine tune" their skills.

5. Teachers need evidence that they do "make a difference" in the classroom.

Research Presented is Strong, Practical and "Directly Related to the Concerns of Educators"

As evidenced by Susan Barnes in "Synthesis of Selected Research on Teacher Findings" the studies relate to concerns and problems of school administrators, teachers and teacher educators. This was found to be true in San Diego schools. Educators in all three areas found the research to be helpful in their day to day work, easy to implement and predictive of

successful results in the classroom. Following the site inservice based on the publication, Organizing and Managing the Elementary School Classroom, many principals remarked that the opening of the school year was perceived by their teachers and themselves to be the smoothest and most successful ever.

The change strategies and staff developer behaviors included in the district level program emphasized the role of the principal as the most important change agent at the school site. Many principals had underestimated the importance of their role in affecting change at the site. The change research, behaviors, and strategies introduced gave these individuals the focus they needed to determine site and individual teacher needs.

Legislators, Educators, and the Public are Mandating More Effective Teaching and Supervision

In 1983, the California State legislature passed the extensive Senate Bill 813 which mandated sweeping school reform. Included in the measure are provisions for a mentor teacher program, clinical supervision training for all California school administrators and easier procedures for teacher dismissal. The Changing Teacher Practice study provides administrators and teachers with a clear listing of proven effective teacher behaviors. These behaviors, when applied and/or refined by the classroom teacher, upgrade his/her skills. The site administrator having completed the Changing Teacher Program curriculum will be able to make clear, precise suggestions to the teacher. Both teacher and administrator share a common vocabulary and purpose in the improvement of instructional skills.

The Program is Cost Effective

It is very cost effective to implement the Changing Teacher Practice study at the district level. The initial start up costs were carried by the Research and Development Center as they trained the district personnel and continued to provide professional and moral support. Other districts wishing to adopt the program would have to consult with the Research in Teacher Education program at the Research and Development Center to determine training of trainers costs.

The district budget to implement the program for one year was $46,000. For a Program Manager who was a full time (186 days per year) district employee $27,000 was allocated. Program implementation responsibilities included: inservice instruction, site consultation regarding inservice and planning, and material development. Workshop participant stipends totaled $11,500. For the first eight hours of inservice the participants were paid an hourly rate ($12.86) to attend (one day in June or August 1983). As the workshop was scheduled during the non-contract calendar, subsequent hours were part of the regular administrative schedule. A total of $1,800 was provided for workshop leadership. A co-leader was contracted to teach the first session. Being an initial participant, site administrator, and committed to the program lead to a great deal of success and credibility of the program. Allocation for inservice materials was $3,000. The original research studies as presented in the Changing Teacher Practice study were purchased from the Research and Development Center as part of the curriculum. Additional current research was purchased from ASCD and the TECH Center. A provision of $1,500 was made for consulting services. One of the trained observers was hired to thoroughly familiarize the participants with the Barnes Teacher Observation Instrument (Session II). A

mileage allowance of $800 was available. The project manager scheduled all participants for one or more follow up consultations with the site management team. This expenditure provided for the in-district travel of the project manager. An amount of $400 was allowed for audiovisual and printed materials. "The First Day of School in a Third Grade Classroom" videotape, ASCD, and current journals and books on such topics as school and teacher effectiveness, organization development, and academic learning time were purchased as resource material.

To determine the cost effectiveness of the program, the three levels of implementation must be examined:

Level 1 Site Administration

$$\frac{\text{Project costs}}{\text{Number of Administrators}} \quad \frac{\$46{,}000}{225} = \$204.45 \text{ per participant}$$

Level 2 Classroom Teachers

$$\frac{\text{Project costs}}{\text{Number of Teachers}} \quad \frac{\$46{,}000}{3000} = 15.33 \text{ per teacher}$$

Level 3

$$\frac{\text{Project costs}}{\text{Number of Students}} \quad \frac{\$46{,}000}{60{,}000} = .66 \text{ per student}$$

To inservice each site administrator in the project strategies with no follow up procedure, the cost per participant is $204.45. With the site administrator carrying the project strategies to the classroom teacher, the cost becomes $15.33 per teacher. Cost effectiveness is related to the impact the program has on classroom students. The cost to the school district was $.66 per student.

Site Administration and Classroom Teachers Want to Fine Tune Their Skills

As evidenced by Joyce and Showers (1980) school personnel want to fine tune their skills. The district anticipated this desire on the part of the staff. Following the initial workshop schedule, many auxiliary personnel such as special education program specialists, curriculum consultants and

classified trainers requested and received training. Classroom teachers frequently remarked, "This is long over-due training." "I wish I had such clear, practical guidance years ago." Site administrators were conscientious, enthusiastic and committed to their role as site change agents.

Teachers Need Evidence That They Do "Make a Difference in the Classroom"

Site administrators perceived school staff morals to be low. They were enthusiastic when provided with strategies showing that classroom teachers do make a difference in using effective teaching behaviors, systematic instruction, and more academic learning time (ACT) to improve student test scores.

Utility of the Program

The Changing Teacher Practice study as adapted by San Diego Unified School District has served useful purposes at both the district and site levels. At the district level it presents recent utilitarian research which easily translates into practice; improves and/or fine tunes the skills of the site managers in the areas of instructional improvement, change and staff development; provides site managers opportunities to interact with one another regarding recent practical research findings; emphasizes the role of the site manager as instructional leader as he/she returns to the site to inservice the staff; provides the opportunity to develop ongoing site staff development programs which initiate change and improve instruction; and provides site managers with central office support in implementing change and new instructional strategies at the site.

At the site level it focuses on teacher behavior; provides teachers with practical research and materials to make their jobs more effective, more successful and easier through systematic instruction and classroom

management and organization; and provides occasions for site personnel to share concerns, problem-solve site needs and make available site resources to meet those needs.

Adaptations

District personnel felt another title would better describe the full intent of the Changing Teaching Practice program and connote a more positive and promising tone to teachers. The title changed to "Focus on Effective Teacher/Staff Development." Participants include all instructional leaders kindergarten through grade nine who have site responsibilities for supervision and or curriculum. This includes principals, vice principals and resource teachers at both the elementary and junior high levels. In addition, the area assistant superintendents, operation managers and administrative interns participate in the district training. A total of 240 instructional leaders have received the Focus on Effective Teaching/Staff Development strategies.

Senior high managers were not initially included due to the unavailability of pertinent research at grades 9-12. However, as word of the program spread, site managers from three high schools volunteered to attend. All three subsequently modified the materials at their site. A discussion of senior high concerns and difficulties will be included in a following section.

As the study indicates, a new staff development program will be modified to meet the unique and specific situation of the adopting institution. The basic premise and philosophy of the CTP study remained intact. However, certain adaptations were deemed necessary.

The original CTP 23-hour inservice was reduced to 17 hours and spread over an eight month period (as opposed to the original five day training).

The length of training was reduced to meet the needs of site managers who felt constraints on spending any additional time away from their site responsibilities. The trainers felt uncomfortable with playing the "expert" role on such complex topics as organization development and the concerns based adoption model. Planning time was reduced as was the time required for the indepth evaluation procedures necessary in the experimental research study. (See Appendix for Agendas I, II, III, IV.)

In the San Diego model, the project manager is the primary trainer. However, due to the variety and complexity to topics, individuals were included as consultants and co-presenters to facilitate sessions I and II. Ron Anderson, an original CTP participant and elementary school principal, co-presented the first eight-hour session with the project manager. This procedure had a number of benefits: 1) instant collegiality and credibility with the audience who are also site administrators; 2) a second background of experience as it relates to site implementation; and 3) a more dynamic presentation, as the audience listens to two presenters.

One of the trained observers shared her experience and knowledge with the participants who were very interested in identifying correctly each effective teaching behavior. Carolyn Anderson, the observer/consultant utilized the Barnes Teacher Observation Instrument (BTOI) and videotapes to inform, demonstrate, coach and provide feedback to participants on effective teaching behaviors.

District administrators who implemented the first series of strategies in Session I were asked to provide input to participants as to what was occurring at their particular site. This strategy produced some very positive and far reaching effects:

1. Spotlighted unique site plans
2. Encouraged reluctant administrators to "give it a try"
3. Facilitated topics about teaching and schooling
4. Gave site personnel recognition and feedback on a job well done
5. Provided project manager with additional strategies and activities which proved to be successful.

The district project personnel not being experts in the area of educational research felt uncomfortable and modified two topics due to lack of expertise:

1. Organization Development (OD)
2. Concerns Based Adoption Model (CBAM)

Both concepts were introduced, discussed and research reviewed. Organization Development was introduced in the context of what principals do to implement change that falls into the OD realm. Also an OD readiness test was given and its impact discussed.

The Concerns Based Adoption Model is referred to frequently in the San Diego model. The final three-hour session is devoted to SoC questionnaire and Level of Concern.

In the original CTP study, two to three hours in the general session were devoted to site inservice plans. In the San Diego model a modified plan booklet was distributed and reviewed. The site administrator began completing the plans which were modified with the help of the project manager at the site management consultation.

Evaluation of the district program has been sporadic at best. Relying on research findings from the original CTP study, no specific district evaluations were added. Evaluation of the workshops at the district level was conducted with an average of 3.8 for session I on a 4.0 scale, with 4.0

being exceptional, 3.5 for session II and 3.0 for session III. Session IV results have not yet been analyzed. Workshop evaluations greatly influenced the degree of implementation of the topics for sessions II-IV. Workshop participants wanted more observation techniques, help with the less than effective teacher, and instruction in how to do a time on task analysis and use of peer group strategy. These topics were added to the previously planned agendas. The emphasis of the training topics varied from the original study in these areas:

1. coaching/guided practice - increased training time
2. organization development - decreased training time
3. peer group strategy - simulation
4. instructional support
5. academic learning time - added Stallings research and activities
6. current research up-dates - introduced, discussed
7. planning

Initial results from the CTP study in San Diego as well as other research (Adler, Goldhammer, Joyce, & Showers) indicated that one area of instruction which appears to be in need of attention is that of coaching or guided practice. Despite a mastery learning program ongoing in four of the five San Diego experimental schools, the area of coaching or controlled practice was evaluated at least effective. Recognizing the essential importance of controlled or guided practice, the San Diego adoption increased the amount of training time devoted to the concept. A videotape was used and additional research was included. Mortimer Adler's The Paidia Proposal was utilized as a resource to give participants additional information about coaching and how it relates to both school age children and adult learners.

At the conclusion of session I participants were given a site planning guide. The workshop leaders walked the participants through the guide, giving examples of each item. The guide is an adaptation of the "Inservice Plans" handout used by the participants in the CTP intervention. The participants were expected to determine site regularities and to select the intervention content and process to be used. Workshop presenters encouraged site personnel to utilize the critical time before the students arrive to inservice teachers on classroom management and organization. Utilizing site funds, principals purchased the tests
Organizing and Managing the Elementary School Classroom and Organizing and Managing the Junior High Classroom and used them in designing inservice programs. Individual site inservice schedules varied from one to four hours.

Beginning the third week of school, the project manager scheduled visits with site management teams to plan for the ongoing staff development of their teachers. At these site meetings the inservice plans were reviewed and additions or corrections were made. By the middle of December, through more than 50 site consultations, the project manager determined that over 90% of all site managers were implementing the program, and that site plans were unique and adapted to each school's needs and resources.

The San Diego Model

The district program was based largely on the materials and research provided by the CTP study. Modifications were made in response to district resources (both personnel and material), responses of participants, and time constraints. On the following pages are duplications of the four agendas for each of the sessions the workshop evaluation, additional research added to the participants' package and project developed forms.

Site Plans

Two plans were conducted at the elementary level, one at the junior high, and one at the senior high. Each model is representative of the first session and planning for ongoing inservice. The Chollas Elementary School Plan was developed by the principal. The first plan was the result of 1982-83 participation in the CTP study by the principal. The 1983-84 second year implementation was also developed by the principal. During the CTP study analysis concentrated on the area of controlled or guided practice and peer observation. The Lincoln High School Plan focused on the peer group strategy as a way to improve classroom management. Ten teacher leaders were chosen for planning the inservice. An overview of management concerns was considered. Peer observation was utilized. In The Euclid Plan strategies implemented were systematic instruction and instructional clarity, and peer observation and feedback using classroom visits and videotaping. These site plans are available from the author.

The San Diego staff development program based on the "Changing Teacher Practice" study (Griffin, et al.) has proven to be both successful and cost effective. Utilizing research findings on effective teaching and effective change strategies presented in the RITE study, the San Diego program demonstrates the practicality and efficacy of informing on-going practice with research findings.

Appendix

San Diego City Schools

STAFF DEVELOPMENT AND TRAINING DEPARTMENT

FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT

Agenda Session II

The objectives of this second workshop are to:

1. interact with peers about teaching and schooling
2. introduce and practice the concept of positive observation and instructional support.
3. practice "Peer Group Strategy" and provide skills for site implementation.

Hour One		
	Review of Session I	20 minutes
	Outcome of Site Staff Development - The First Weeks of School	30 minutes
	Rationale for Today's New Material	10 minutes
Hour Two		
	Introduction to Effective Observation Techniques	20 minutes
	Use of Narrative I	20 minutes
	View Videotape - Coding B and D	20 minutes
Hour Three		
	Discussion of Observation of Video	20 minutes
	Peer Group Strategy (Handout)	10 minutes
	Simulation	30 minutes
	Large Group Discussion of Simulation	30 minutes
	Evaluation and Assignment of Homework	5 minutes

FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT

Senior High School Pilot Part I

December 1, 1983

AGENDA

8:00 - 8:15 Introduction

1. Overview of "Changing Teacher Practice Study"
2. Objectives of this pilot

8:15 - 9:15 Desired Teaching Behaviors

1. Previous research
2. Rationale for specific teaching behaviors
3. Barnes Teacher Observation Instrument

9:30 - 10:00 Organizing and Managing the Senior High School Classroom

10:00 - 10:30 Effective School Programs: Implications for Policy, Practice and Research

10:30 - 10:50 Small group discussion

10:50 - 11:00 Summary and Evaluation

Reference

Griffin, G. A., Barnes, S., O'Neal, S., Edwards, S., Defino, M. E., & Hukill, H. (1983). Changing teacher practice: Final report of an experimental study (Rep. No. 9052). Austin, TX: The University of Texas, Research and Development Center for Teacher Education

FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT
General Outline of Inservice Topics

8:00-9:00 INTRODUCTION

1. Overview of "Changing Teacher Practice Study"
2. Objectives of this project
3. Preview of topics to be covered

9:00-10:00 DESIRED TEACHING BEHAVIORS

1. Overview
2. Previous research
3. Rationale for choosing specific teaching behaviors
4. Introduction of the Barnes Teaching Observation Instrument

10:00-10:15 BREAK

10:15-11:30 INTRODUCTION OF:

1. Planning and organization
2. Organization of the classroom
3. Presentation of rules and procedures
4. Presentation of the Lesson

11:30-12:30 LUNCH

12:30-1:15 APPLICATION OF TEACHER BEHAVIORS USING VIDEOTAPE 1

1:15-2:15 INTRODUCTION TO DESIRED STAFF DEVELOPMENT BEHAVIORS

2:15-2:30 BREAK

2:30-3:00 APPLICATION OF DESIRED STAFF DEVELOPMENT BEHAVIORS

3:00-4:00 PLANNING FOR SITE IMPLEMENTATION

DISCOVER

STAFF DEVELOPMENT and TRAINING

FOCUS ON EFFECTIVE TEACHING/STAFF DEVELOPMENT SESSION III

Objectives:

- To describe, demonstrate and discuss the theory of coaching.
- To complete time on task analysis activity (ALT).
- To discuss and participate in an organizational Development activity.

AGENDA

1:00 - 1:15	Review of Sessions I and II	
1:15 - 1:30	The Theory of Coaching	Staff Developer: Teacher
1:30 - 2:00	View and Discuss Distar/Coaching Videotape	
2:00 - 2:30	Introduction to Increased Academic Learning Time (ALT)	
2:30 - 2:45	BREAK	
2:45 - 3:15	ALT Activity	
3:15 - 3:55	Organizational Development as a Change Strategy	
3:55 - 4:00	Evaluation and Distribution of Materials	

San Diego City Schools
Personnel Services Division